



COTOPAXI TECHNICAL UNIVERSITY
ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC
SCIENCE
ENGLISH CAREER

RESEARCH PROJECT

**“SONGS AS MOTIVATIONAL TOOLS FOR TEACHING ENGLISH TO
CHILDREN”**

Project submitted previous to obtain the Science of Education Degree
with major in the English Language

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AUTHORSHIP

We, **Mayra Liliana Plazarte Alomoto and Jenny Paulina Toapanta Cali**, declare to be authors of this research project “**SONGS AS MOTIVATIONAL TOOLS FOR TEACHING ENGLISH TO CHILDREN**”, being PhD. M.gs. Lorena González tutor of work; and we expressly exempt to at Technical University of Cotopaxi and their legal representatives of any claims or legal action.

Besides, we certify that the ideas, concepts, process and findings diffused in the present research project are of our exclusively responsibility.

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TUTOR'S ENDORSEMENT

As a tutor of this research topic which is:

“SONGS AS MOTIVATIONAL TOOLS FOR TEACHING ENGLISH TO CHILDREN”, whose authorship belongs to Plazarte Alomoto Mayra Liliana and Toapanta Cali Jenny Paulina, applicants of the English Major. I certify this research project has all the elements, methodological requirement and scientific-technical contributions to be evaluated by the project validation committee that Honorable Academic Board from Academic Major of Administrative and Humanistic Science of Technical University of Cotopaxi assign for its study and evaluation.

Sincerly

Latacunga, july 2016

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COMMITTEE APPROVAL

As members of committee, we approve this Research report in accordance with the regulation dispositions issued by the Technical University of Cotopaxi, and the Administrative and Humanistic Science Academic Unit; since the applicants: Plazarte Alomoto Mayra Liliana y Toapanta Cali Jenny Paulina, with the Research Project title: **SONGS AS MOTIVATIONAL TOOLS FOR TEACHING ENGLISH TO CHILDREN**, have considered the recommendations presented and meets the enough merits to be deserved to the act of supporting Project.

Therefore, it is authorized to bind according to institutional regulations.

Latacunga, july 2016

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GRAFULNESS

Our biggest thanks to our parents, who have been our unconditional support in our lives for all those dark moments which they have been our light.

To our teachers who have shared their knowledge with patience and great care in order to let us become good professionals, competitive and humanist being seriousness, responsible and honesty.

Finally, we conclude expressing our proud because we have come to this important stage, without your help it would be impossible in our lives.

Mayra Plazarte & Paulina Toapanta

DEDICATION

The present project is dedicated to God and our parents. God who has been with us every step of our lives, taking care of us and giving us the strength to continue with our aims, to our parents, who during our lives have taken care our welfare and education. They have been our unconditional support in every moment. They have placed all their trust in each of our challenges without doubting any moment of our abilities. Their effort has made it the greatest example to follow.

Mayra Plazarte & Paulina Toapanta



UNIVERSIDAD TÉCNICA DE COTOPAXI

UNIDAD ACADEMICA DE CIENCIAS ADMINISTRATIVAS Y HUMANÍSTICAS

TÍTULO: “SONGS AS MOTIVATIONAL TOOLS FOR TEACHING ENGLISH TO CHILDREN”

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RESUMEN

Este proyecto de investigación fue desarrollado para determinar una herramienta de motivación para la enseñanza del idioma inglés en los niños de 7 a 8 años de edad con el fin de incrementar su interés en este idioma. El problema determinado es que los estudiantes no se sienten motivados por parte del docente para aprender el idioma inglés. Por lo tanto, los investigadores sugieren las canciones como herramienta de motivación para promover el interés en el proceso de aprendizaje y mejorar las habilidades en el idioma inglés. Para el desarrollo de esta investigación, se aplicó un enfoque cualitativo y un método descriptivo que ayudó a recopilar, interpretar, analizar y discutir los datos obtenidos de la Unidad Educativa “Semillas de Vida”. Como instrumentos de investigación fueron utilizadas la ficha de observación aplicada a una profesora y la encuesta aplicada a tres docentes del área inglés. Mediante la ficha de observación se evidencio que la profesora no utiliza herramientas motivacionales para lograr un buen desempeño en el aprendizaje de los estudiantes. Por otro lado, la encuesta permitió conocer las herramientas que ellos utilizan, las mismas que no ayudan para el desarrollo del aprendizaje del idioma inglés. Mostrando, un alto porcentaje que los profesores no utilizan canciones como un medio para motivar a los estudiantes. La investigación planteada busca que los profesores utilicen las canciones como herramienta motivacional para el aprendizaje de un segundo idioma. En adición, ayudaría a los estudiantes a participar sin temor e incrementar la motivación por aprender nuevas cosas en las clases de inglés.

Palabras clave: Motivación, Canciones, herramienta motivacional, idioma inglés.



TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISITIC SCIENCE

TITTLE: “SONGS AS MOTIVATIONAL TOOLS FOR TEACHING ENGLISH TO CHILDREN”

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ABSTRACT

This research project was developed to determine a motivational tool for teaching of English language in children 7-8 years old in order to increase the interest in the language. The particular problem is that students are not motivated by the teacher to learn English. Therefore, researchers suggest songs as a motivational tool for promoting the interest in the learning process and improve skills in the English language. To develop this research was applied a qualitative approach and descriptive method that helped to collect, interpret, analyze and discuss the data obtained from the "Semillas de Vida" Educative Unit. As instruments were used the class observation sheet applied to teacher and the survey applied to three teachers of English area. Through the class observation sheet was evident that the teacher does not use motivational tools to achieve good development in student learning. On the other hand, the survey allowed to know what tools they use; which do not help to improve the English language. It shows a high percentage that teachers do not use songs as a means to motivate students. The research given provides that teachers make use songs as a motivational tool for learning of a second language. In addition, it helps students to participate without fear and increase the motivation to learn new things in English classes.

Key words: Motivation, song, motivational tools, English language, children

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1. GENERAL DATA**Research Title:**

“Songs and music as tools of motivation for teaching English to children”

Starting date:

October, 2015

Completion date:

July, 2016

Place:

La Cocha-la Matriz-Latacunga Canton-Cotopaxi Province zona 3 Semillas de Vida
Educative Unit

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Knowledge area: Education

Research Line: Education and communication as human and social development source

Research sub-line: Methodologies for teaching General English.

2. PROJECT DESCRIPTION

Acquiring a new language is so important around the world because it permits to communicate with different people. But one of big problem is not easy to teach a new language in order to develop ideas, feelings and expressions. Sometimes students have lack of motivation for learning English. Consequently, the researchers suggest songs as a great teaching tool. This makes it one of the best and most important motivating resources inside the classroom.

Songs as motivational tool helps to maintain learners' interest throughout it. And it keeps interesting to teach English. Then, the most effective method to teach English with songs is through suggestopedia. It helps together the songs for involuntary memorization words and improves the skills in the target language with little reliance on English.

The research project is composed for steps which helped to developed it. First one determine the problem, second one elaborated objectives, third one found information about the problem statement in order to solve it, fourth one done surveys and class observation sheet and the analyzing and interpreting data and the last one done conclusions and recommendations about surveys and class observation sheet, framework.

3. PROJECT RATIONALE

This research project has been done with the purpose of helping to develop skills and abilities in children in order to learn a second language. Among, the contributions are the previous research about the motivational tool. It can be used and applied during English classes. That's why this research is focused on songs as motivational tool to get students' motivation. Moreover, this tool was or is useful for teaching a second language because it allowed capturing the students' attention and developing of their skills. Furthermore, this research gives a contribution in the education on the development of knowledge of another language in children, teachers, the future promotion, and their educative institution for the improvement of teaching-learning and their motivation to learn English. The impact that has the lack of motivation to learn English has caused that this research project pretends to avoid that children can get bored in the teaching of a second language, through songs as motivational tool in order to end with the scare, boredom, and sometimes panic to English language, this tool will have a huge relevance because with the help of it, teachers and children will have funny times during English class. Moreover, they will get enricher knowledge and their motivation to learn a new language, therefore, teachers will obtain the goals, purposes and they will fulfill with their lesson plans.

4. BENEFICIARIES OF THE PROJECT

The beneficiaries of this research topic are twelve students from 7 to 8 years old. They are 4 women and 8 men of the fourth grade of General Basic Education of the "Semillas

de Vida" Educational Unit and an English teacher. The indirect beneficiaries are the future students.

5. THE RESEARCH PROBLEM

The principal problem that was found at "Semillas de Vida" Educative Unit in children from fourth grade during English classes is the lack of motivation that children have. The bad use of techniques that teacher use in class causing apathy in the students. At moment, they are learning a second language.

The use of songs is an essential part inside of education because it helps students develop the learning in the English language. Teaching English with songs would be a time of relaxing and it could rise up the attention in the students. Thus, it can cause a change of state of mood. For these reasons, this research project will determine the motivational tool for teaching English in children.

Becerra & Muñoz (2013) made an investigation about "Teaching English through music: a proposal of multimodal learning activities for primary school children" they mention that the main aim is to describe a set of activities which teachers can easily incorporate to their daily classroom routine. (...) They used the confirmatory method using songs, rhymes, chants and anthems observing the activities in the group to confirm that using songs in L2 teaching actually improves students' final results. Preliminary results show that music enhances linguistic intelligence while multiple ways of learning are practiced in the classroom. While Pérez (2012) made an research about "Music as an interdisciplinary tool: a quantitative analysis in the foreign language primary school" states as aim to shows how young learners who study English in this program can develop their oral production by making and listening to songs. The author describes: how young learners view songs as a ludic tool that will improve their oral performance and how the activities applied by a song teacher helps to reinforce the language topics studied in other English classes. Children enjoyed doing listening activities like filling in the blanks and discussing the whole meaning of the songs as well as the unknown vocabulary they found.

6. OBJECTIVES:

GENERAL OBJECTIVE

- To determine the motivational tool for teaching English in children from 7 to 8 years old to increase their motivation to learn a foreign language at “Semillas de Vida” Educative Unit.

SPECIFIC OBJECTIVES

- To investigate which are the motivational tool in English Language.
- To identify the motivational tool for teaching the English language.

7. SPECIFIC OBJECTIVES, ACTIVITIES AND METHODOLOGY

SPECIFIC OBJECTIVES, ACTIVITIES AND METHODOLOGY			
OBJECTIVE	ACTIVITY	RESULT	MEANS OF VERIFICATION
To investigate what are the motivational tool of the teaching – learning of English language.	Literature Review	Know the motivational tool.	Framework
To identify the motivational tool for teaching of the English language.	Literature Review	Know songs that are the most used as motivational tool in teaching English.	Survey Class observation sheet

8. SCIENTIFIC AND TECHNICAL FOUNDATIONS

TEACHING

Teaching is the action and effect of teaching (instruct, indoctrinate and train with rules or precepts). It is the system and method of giving instruction, formed by the set of knowledge, principles and ideas that are taught by someone. Teaching involves the interaction between two elements; they are teachers and students. Ediger (2009) Teachers need to understand a subject enough to convey its essence to students. While traditionally this has involved lecturing on the part of the teacher, new institutional strategies put the teacher more into the role course designer, discussion facilitator, and coach and the student more into the role of active learner, discovering the subject of the course. In any case, the goal is to establish a sound knowledge based and skill set on which student will be able to build as they are exposed to different life experiences (p.3). That's why teachers should expose to new experiences and challenges that students must be able to solve by themselves and what a life of education can carry to each one of them.

Teaching styles

According to Pratt (2002) a quick review of the literature reveals a seemingly endless series and styles for classifying which are six categories:

Formal authority: the formal authority approach focuses on content and can be very instructor – centered. The instructor defines the principal theories, concepts or terms that students need to learn and organize them into sequenced set of goals or objectives. Evaluation is necessary part of course planning as they allow the instructor to ascertain the amount of the student learning that they have taken place.

Demonstrator: this approach concentrates on the performance of an academic procedure. The instructor defines the steps an expert in the field would use to accomplish necessary tasks as well as defines the standards which would indicate

mastery in applying these procedures. The instructor then develops situations in which these steps can be performed and results observed.

Facilitator: Teachers have a facilitator model teaching styles that tend to focus on activities for students. This teaching style emphasize student – centered learning and there is much more responsibility placed on the students to take initiative for meeting the demands of various learning tasks. Teachers typically design group activities which necessitate active learning, student – to – student collaboration and problem solving.

Delegator: teachers who practice a delegator teaching style tend to place control and responsibility for learning on individuals or groups of students. This teacher will often give students a choice on designing and implementing their own complex learning projects and will act on a consultative role.

TEACHING LEARNING PROCESS

The daily routine of teachers should be to motivate students inside class in ascertaining their inner strengths and abilities and discovering what truly inspires them. So, teachers provide new challenges in order to get active students into educative field. Marshal & Fry (2012)“Throughout the teaching and learning process instruction should be guided by the goals and objectives of the program. Students must be actively involved and provided with the opportunity to experience success”. Therefore, teachers must contribute with all knowledge possible to students in order to solve any mistake that they could have.

Hoyt (1998) States about teaching learning process that:

Teaching-learning process is the heart of education. On it depends the fulfillment of the aims & objectives of education. It is the most powerful instrument of education to bring about desired changes in the students. Teaching learning are related terms. In teaching - learning process, the teacher, the learner, the curriculum& other variables are organized in a systematic way to attain some pre-determined goal.

According with this statement, researchers emphasize that not only teachers are one of the main elements in education; students are also important as well as curriculum and lesson plans together with the class goals. Moreover, Teachers are no longer seen as competent or incompetent because they are simply unique. They do not act as gateways to knowledge because themselves embody the curriculum, conveying not just what they know, but also their position towards it, as well as the personal ramification which it may have for them. Teaching is not indivisible from learning. Teachers can be good teachers only if they know what they mean by learning because only then can they know what they expect students to achieve

METHODOLOGY FOR TEACHING

According to Gagnon (1999) states that One of the tasks of methodology is to enhance the process of teaching English by empowering and facilitating teachers to work effectively. Teaching involves a continuous analysis of one's own work, the experiences of other teachers and the search for new means to improve teaching. There are some methodologies for teaching which are: (p. 85).

- **Grammar translation method:** The first method that we are in our historical review, there are for a long time in the teaching of English and other modern languages, is based on grammar and translation. It is a deductive method and mentalist, according to which the language is acquired in a mental way, the rules and grammatical paradigms, and long lists of vocabulary, and practice applying those skills in exercises direct and inverse translation.
- **Direct method:** When learning a foreign language was raised as objective communication with speakers of that language, and not just reading literary works, it was seen that the method based on grammar - translation could not be used, or at least not exclusively. Well emerge in the decades of the twenties and thirties, a number of methodological initiatives, subsequently grouped under

the name of "direct methods" whose common denominator is the idea that the student must be put in direct contact with the language.

- **Audio lingual method:** The purpose of the Audio Lingual method is to use the target language communicatively. According to this method, speech is given priority in foreign language teaching. The Audio - Lingual method teaches language through dialogues that focus on habit formation of students.
- **Humanistic approaches:** An explosion of new and radical approaches to learning a language came to light in the 1970s. These approaches are often grouped under the title of Humanistic Approaches due to their method of concentration, touching on the innate ability and capacity that all learners are presumed to possess.
- **The natural/communicative approach:** This acquisition-focused approach sees communicative competence progressing through three stages: (a) aural comprehension, (b) early speech production, and (c) speech activities, all fostering "natural" language acquisition, much as a child would learn a native tongue. Following an initial "silent period", comprehension should precede production in speech, as the latter should be allowed to emerge in natural stages or progressions. Lowering of the Affective Filter is of paramount importance. Only the target language is used in class now, introducing the "total immersion" concept for the very first time, with auditory input for the student becoming paramount. Errors in speech are not corrected aloud. Now enters the era of glossy textbooks, replete with cultural vignettes, glossaries, vocabulary lists, and glazed photographs. A deliberate, conscious approach to the study of grammar is considered to have only modest value in the language learning process.
- **Total physical response/TPR:** This approach, also known as TPR, was founded by James Asher. In this method, both language and body movement are synchronized through action responses and use of the imperative (direct commands). TPR may be used in conjunction with some other methods involving psychoneuro kinetic techniques wherein the teacher gives a host of

commands with the students then responding by “acting out” the command: “Stand up”, “Go to the door”, “Sit down”, etc. Kinetic movement of the hands and arms is incorporated in lieu of rote memorization. Student speech is delayed until they feel comfortable enough to give other students commands too. TPR is very effective in teaching temporal states, personal pronouns, and other deep grammatical structures.

- **The silent way:** Originally out of Alexandria, Egypt, introduced this classroom technique where in the teacher remains silent while pupils output the language on cue through perpetual prompting. This is the production before meaning school of thought and practice. A color-coded phonics (sound) chart called a Fidel, with both vowel and consonant clusters on it, is projected onto a screen to be used simultaneously with a pointer, thus permitting the pupil to produce orally on a continuous basis in the target language, go a sequence of phonemes or sound units.
- **Suggestopedia:** Classes are small and intensive, with a low-stress focus. Material is presented in an especially melodic and artistic way. By activating the right “creative side” of the brain, a much larger portion of the intellectual potential can be tapped, thus drawing out long-term memory. This innovative approach to language pedagogy maximizes the learners' natural holistic talents. Background classical or baroque chamber music, oftentimes accompanied with soft lights, pillows or cushions on the floor for relaxation, accentuate active and passive meditations, séances, yoga, breathing exercises leading into the “alpha state”, songs for memorization purposes, therapy sessions and stream-of-consciousness catharsis in the target language with little reliance on English.
- **Community language learning/CLL:** It is designed to ease the learner into gradual independence and self-confidence in the target language. This is also known as the Counseling-Learning method. Learning a language is not viewed necessarily as an individual accomplishment, but rather as a collective experience, something to be disseminated out into the community at large at a later stage in the second-language acquisition process.

- **Total immersion technique:** This generalized technique in foreign language pedagogy "immerses" or "submerges" the student directly and immediately into the target language from the first opening day or hour of class. There are basically two (2) types of total immersion approaches: (a) effective and (b) ineffective. An effective total immersion environment begins in hour one wherein the teacher speaks the foreign language slowly, clearly, and uses easily understandable and comprehensible cognates, at least to the best of his or her ability as a foreign language professional educator. These closely and oftentimes immediately recognizable related words may differ only slightly in pronunciation or spelling from the student's native language.

The teaching methodologies are essential because they comprise the principles and methods used for instruction to be implemented by teachers to achieve the desired learning or memorization by students. Furthermore, the success of students will depend of the selection appropriate and efficiency of the method selected by teachers.

TEACHING STRATEGIES

Jones & Bartlett (2011) state that “Teaching strategies refer to the structure, system, methods, techniques, procedures, and processes that a teacher uses during instruction, these are strategies the teacher employs to assist student learning” (p.3)

Teaching strategies are all activities given by a teacher that provide to student to facilitate a procedure clear about the information. Besides, it is all procedures or resources used for who is teaching to generate a good learning.

According to Enikő (2013) mentions that teaching strategies

It has transpired from the introductory notes that the optimal paths and methods should be considered when exploring the question of strategies. We should think of “scripts” that reveal how the prespecified objectives can be achieved: how knowledge can be obtained, how concepts can be shaped, how a

knowledge system can be constructed, how the applicable knowledge can be molded, how skills, proficiencies and abilities can be developed. (p 49)

It means that a teacher must take into count the way how introduce any topic during the class to students. These methods help to teachers manage a good environment. Besides, it is so important in order to develop the knowledge of students for getting a good achievement.

The researchers agree with Enikő (2013) “A strategy is a long-term definition of a general direction that encompasses design, supervision, management as well as the system of the applied processes and their appropriate instructions” (p.50).

Because it is necessary when teachers use strategies, it must be designed according to the students’ needs, which are developed to a good direction and manage of the class.

Types of teaching strategies

Trujillo (2012) mentions about types of teaching strategies which are used by teachers to complete the process of learning. They are: pre-instructional, co-instructional, and post-instructional.

Pre-instructional: inside of this type of strategies there are two elements such as objectives and the previous organizer.

- ✓ **Objective** they are statements that establish conditions, kind of activity and the way of evaluation of the student’ knowledge, through them are showed to the students what is waited from them and at the same time teachers provide the way what they need to follow.
- ✓ **Previous organizer** it the information of types introductory and contextual, that it provides with the finality of re – active formative in order to reactivate prior knowledge. It tends a cognitive bridge between the new and previous information. The importance of prior information lies in giving the student an overview of what will be discussed in class, moreover, in doing this as part of

their learning. Taking into count that the purpose of teaching strategies is to foster critical and creative thinking, at the moment to do this action, what it will ensure that the student participate very actively.

Co – instructional: They support the curriculum during the process of teaching or teaching reading text. It covers functions such as detection of the information, content conceptualization, delimitation of the organization, structure and interrelationships between these contents and maintenance of attention and motivation. This may include strategies such as illustrations, semantic networks, conceptual maps, analogies and questions interleaved.

Post – instructional: they are presented after content what will be learnt, and they permit to the children form a synthetic vision, integrative, and critic about the material. In other cases, teachers permit value their own learning. Some of the strategies post – instructional more known are: questions interleaved, final summaries, conceptual maps.

These types of teaching strategies allow that teacher can achieve a significant learning and develop the competence in students. These strategies which are mentioned helps fortifying the knowledge, analysis, discussion and reflection of the students in the class. So, that is to say, Students can join the pre information together the new information.

MOTIVATION

Vaquero (2012) argue that “Motivation is a set of factors that include a desire to get a goal, the effort aimed at the achievement and reinforcement associated with the act d learning”. This is why, it can guide to a person with the purpose to obtain any activity. They have been shown that it can be applied in all fields not only into academic field.

Rehman & Haider (2013) mentions “Motivation is some kind of internal drive which pushes someone to do some things in order to achieve something” (p. 51). Therefore,

motivation is a source to move the person to the task; it helps someone reach the goal inside educative, economic and social environment.

Rehman & Haider (2013) states that:

Motivation is a key factor in learning and achievement of students at all level of school. Teachers and parents' role is important for motivating students. Motivating students is difficult task. It is time consuming. A lot of effort is required for motivating students. But without motivation learning is not possible.

Researchers agree with this statement because many teachers know that motivation is the principal element in order to get goals inside the English classes. Although teachers know that they will need to do a huge effort in order to get students' motivation, it is a challenge very important into education what they need to accomplish; parents also are responsible of motivation given at home to children before and after the class because it will facilitate the teaching and learning of a second language.

Importance of motivation

Rehman & Haider (2013) "The importance of motivation in EFL learning is that high motivation and engagement in learning have consistently been linked to reduced dropout rates and increased levels of student success" (p.139). Therefore, a teacher will have a huge and important task in order to produce a good learning. As well as teacher must be in constantly motivation inside the class. Remember that a good learning will be productive and effective when a teacher does a good teaching

Rehman & Haider (2013)

Impact of motivation on learning of students in the education is important. Without motivation learning is not possible. So in education the role of motivation is effective on students learning. Due to motivation students do any task and achieve the goal. Motivation increase speed of work and a person is

doing everything to achieve goal. Motivation increases the performance of learning. (p. 141).

According with this statement researchers mention that motivation always will be present and it will be so important and effective into education because of the type of energy provided by motivation in order to achieve any task or goal with the purpose to get future reward.

Types of Motivation

As it was mentioned before, motivation has influence over students learning. So, in this part we have cited the two main broad categories of motivation and they are: Intrinsic and extrinsic motivation.

1. Intrinsic motivation:

Intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge. Then, motivation will become as a type of pleasure at the moment to do something. In other words, intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. Intrinsic motivation is motivation that arises from within. It comes from the personal enjoyment and educational achievement that we derive from doing that particular thing. Intrinsic motivation also energizes and sustains activities through satisfactions unexpected, inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards.

As well as in this case we can mention that positive emotions that are not directly related to the content of the task can also execute a positive influence on an intrinsic motivation. This is because children what feel motivated by themselves in order to do any task without any reward by teacher or parents or people around them. While negative emotions can have bad influences on children in relation of the realization of tasks during classes; therefore, among negative emotions there are the anxiety,

depression, boredom, sadness and others that can reduce enjoyment about the task. “Negative emotions produce what is known as negative intrinsic motivation and lead to non-execution or avoidance of performing the task” (Anaya Durand & Anaya Huertas, 2010, p. 7)

Factors that involve in the classroom that interact in intrinsic motivation

According to López García (2009) there are some factors which have influence in the class and they are:

- The physical condition class.
- Methodology used
- Teacher attitude
- The success of activities
- The psychological characteristic of students.
- Family environment

The physical condition class: it's so important to take in count some conditions what could be: Electric light, students' number, number of desks, decoration.

Each one of them can change the students' motivation in order to learn a second language.

Methodology used: in this part we can take into count that a good methodology based in students' necessities and interests that increase their motivation.

Teacher attitude: it's essential to know that a teacher must strengthen all kind of knowledge given.

The success of activities: activities done in a good way cause positive attitudes in students that's why a teacher propose real objectives and plan activities according to competence of students.

The psychological characteristic of students: It's important to know to each one of students to identify what are their strengths and weakness inside or outside the

educative institution. Knowing this aspect, we can design activities adequate and adapted which provoke the motivation in children.

Family environment: this is a factor most important that generate or not motivation due to if parents talk in a positive manner, students will take in the same way developing a best learning. On the other hand, if parent show panic by English language students don't show the same interest to learn it.

In agreement with these statements researchers mention that, these factors will have influences on students' motivation since class environment until family environment. Teachers must take into count that each one of them have a specific role into education field, if teachers pretend to acquire an interesting class, an interactive class and motivational to learn a second language for students, they need to do use of these factors.

2. Extrinsic motivation:

Lucas (2004)

In contrast to intrinsically motivated behaviours, extrinsic motivation (EM) are those actions carried out to achieve some instrumental end, such as earning a reward or avoiding a punishment. This type of motivation does not necessarily imply a lack of self-determination in the behaviours performed (p. 7)

In agreement with this statement researchers mention that extrinsic motivation is carried out with the performance of any gratification or penalty from a person to another.

Demir (2011) mention about a comparison between intrinsic motivation and extrinsic motivation:

“Extrinsic motivation, in contrast to intrinsic motivation, the behavior is not performed for its own sake, but instead to receive a reward or to avoid some punishment once the behavior has ended (Pelletier et al., 1997). Initial

conceptualizations viewed intrinsic and extrinsic motivation as being invariantly antagonistic. Intrinsic motivation was considered self-determined, whereas extrinsic motivation was thought to reflect a lack of self-determination” (p. 1399).

Extrinsic motivation is motivation that comes from things or factors that are outside the individual, beside it is not permit to students have motivation for learning English.

Phases of motivational process

Gordillo Santofimia (2011) states that the phases of motivational process we have the following: initial motivation, rational motivation, and post-rational motivation.

Initial motivation: it reflects the mental state of student what it could be influenced by previous experiences in relation to the goal you seek, to personal needs, criteria, impressions and feelings. These individual circumstances in the student create acts and interests towards the goal that each student has and this will be the motivation to use at the beginning of class.

Rational motivation: It is based on the initial, acting on the processes of teaching and learning. It will be the stage where big changes will arise in motivation and it will develop, it will maintain or decrease depending on the situations of the teaching-learning process that students are subjected and use this motivation for the development of teachers’ classes.

Post-rational motivation: It is when the individual has achieved the purpose it was facing from the beginning of learning. It will be the degree of achievement and will target students and will be used at the end of the class teacher. It will be important to promote this motivation in students who are further behind in achieving the objectives. (pág. 4)

In concordance with this author, researchers mention that motivation can be applied before, during or after the class, it will depend on the students’ interest and teachers’ behaviours. Teachers must take into count the challenges that motivation can offer at

the moment to teach any topic in English classes because not all students can be motivated as others.

MOTIVATIONAL TOOLS

There are some motivational tools what they could be used for teaching to children. Among the fun activities songs, rhymes and games are the most effective ones to be used for children in the language class.

Rhymes:

It is only natural for young children to be active as well as their nature is to be energetic and playful. Action rhymes captivate young students and help teachers convert their natural energy and enthusiasm into meaningful learning experiences. Action rhymes also help even beginners to associate words and phrases with meanings.

So, in concordance with Ara (2009) states investigative work about the use of songs, rhymes and games in teaching to young learners in Bangladesh that “Many primary level language learners respond very well to rhymes. Some of the reasons may be the rhythm, the repetition and most importantly the fun involved in rhymes gets children naturally drawn to it” (p.167). Students have a lot of energy that they seem that they never get tired. Therefore, teachers should take advantage of the opportunity of the energy provided by children in order to develop a meaningful knowledge on each one of them through rhymes. Because of the availability to pay attention to the teacher that children have.

Games:

According to Ara (2009, p. 168) mention that:

Just like rhymes, games also provide wonderful atmosphere in the children’s language class. It is widely documented that English language games improve learning, and with children, they are one of the most effective classroom tools. Students pay more attention because when they enjoy themselves, they do

better, feel better about them, and do even better – it is a learning cycle working in their favor.

In favor of this statement researcher mention that games also give the good environment in order to develop a language during the class because they provide a time of entertainment, students can learn and improve the pronunciation and vocabulary.

Songs:

The songs are also a great tool that brings together culture language, vocabulary, listening, grammar and language skills in a few verses. Songs can also generate a relaxed lesson. They can also help as the basis for many lessons.

As Reina Arevalo (2010, p. 124) states in the investigation made that:

Ross (2006) says that the example of authentic listening materials is listening to song to learn more about well-known bands that sing in English. As we know wherever we are, songs always follow us at home, at school, at office, at cars, and so on. So, we can directly listen to the song and also interest to learn the value of language in it. When designing lessons and teaching materials to further develop listening comprehension skills, students need to be motivated and stay motivated.

The researchers agree with this statement; researchers say that the best way in order to develop in children the four skills are the use of songs during English class because teachers must wake up interest of the students.

This is accomplished by determining the proper handling of listening material such as the use of the song as real material. The use of the song encourages and motivates students to understand the content of the materials.

Motivation is a decisive factor in the teaching-learning process factor, so, I decided to research the songs as a motivational tool for teaching foreign languages.

Advantages of using song

Children enjoy the songs and that's important for language learners as they are motivated and success they experience in participating in the activities help develop positive attitudes. The songs also provide an opportunity and a context for repetition and in turn reinforce listening and speaking.

In reference to Şevik (2011, pág. 1029) says in his research that:

According to Orlova (2003), it is possible to suggest that among the methodological purposes with which music, songs and chants are used in class, it is possible to rank the following:

- i) Practicing the rhythm, stress and intonation patterns of the English language.
- ii) Teaching vocabulary, especially in the vocabulary reinforcement stage.
- iii) Teaching grammar. In this respect songs are especially favored by teachers while investigating the use of tenses.
- iv) Teaching speaking. For this purpose, songs and mainly their lyrics are employed as a stimulus for class discussion.
- v) Teaching listening comprehension.
- vi) Developing writing skills. For this purpose, a song can be used in a variety of ways- for example, speculating what could happen to characters in the future, writing a letter to the main character, etc.

Characteristic of Song

According to Mol (2009, p. 8) states on his research that:

We can't generalize, but research has found that pop songs have characteristics that help learning a second language: they often contain common, short words; they are written at about 5th grade level (US); the language is conversational, time and place are usually imprecise; the lyrics are often sung at a slower rate

than spoken words and there is repetition of words and grammar. (Murphy, 1992).

In addition, in this part we can say that songs are also known to motivate students to learn a second language that it is so important to determine, what type of songs with which of them we as teachers are going to teach. For instance, pop music is a best option in order to use in English class.

Songs have a huge contribution in the teaching of a new language such as: Socio-emotional growth, Physical development, Cognitive training, Cultural literacy, Language learning.

Socio-emotional growth: Each person is a different world. So each child has a great affinity and love for different types of music, with which they can transmit the emotions to people around them. As in this case you could say that children can transmit their emotions to their classmates and / or their teacher.

In concordance to (Mol, 2009) states that

Even though it's not always easy to copy this spontaneous love of music in the classroom, singing songs in and with a class is a social act which allows learners to participate in a group and express their feelings, no matter what their English is like.

Physical development: Songs to more than cause an effect of emotions and feelings can allow for students in their development their body expression, thereby becoming an instrument, through the same children can dance, play, play musical instruments and more. Mol (2009, p. 10) states that "Songs provide a great opportunity for young learners to move around. Clapping, dancing and playing instruments stimulate memory, which makes it possible for learners to hear chunks of language as they sing and use them in different situations later".

Cognitive training: Cognitive training is a form of theoretical and practical exercises that aims to convey strategies to preserve the fundamental mental acuity, to achieve

good quality of life. In which he trains and stimulates various cognitive functions (memory, attention, organization, planning, lateral thinking, language and impulse control, etc.).

According to Mol (2009, p. 11) says that:

We all know the phenomenon of the song-that-is-stuck-in-my-head. With the right kind of song, it is easy to simulate that in the classroom. Interacting with songs again and again is as important to language learners as repeatedly practicing a tennis technique is for a tennis player. The skill which develops from this is called ‘automaticity’. Learners get to know what to say and to produce language rapidly without pausing.

Cultural literacy: Even though there are many materials what they could be used at the moment to teach a second language, teachers can do use of musical instruments or tools that contain elements of music.

In concordance with Mol (2009) states the following:

Now that most music is accessible to almost anyone anywhere, either through radio, CDs, DVDs and downloads from the Internet, learners can enjoy songs from all corners of the globe. Songs used in English classes can, in that way, shed light on interesting musical traditions in countries, but can also teach teens, young adults and adults to appreciate other cultures (p.12).

Language learning: The songs certainly are an instrument of great importance because it helps to develop the skills of children. Thus, we as language teachers can use the songs to practice listening, speaking, reading and writing allow learning a new language.

Mol (2009) says that:

In a world where non-native speakers of English are likely to produce the majority of songs in English, learners have the opportunity to listen to pronunciation in a wide range of varieties of the language. Songs will help

learners become familiar with word stress and intonation, and the rhythm with which words are spoken or sung also helps memorization (p.11).

Use of Song

There are some ways to teach children and one of them is the use of songs in English class, what they will wake up the interest as well as motivation to learn English.

According to Reina Arévalo (2010) says that:

There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher (p.125).

Songs are tools that facilitate the learning of children's learning. Vaquero (2012) declares "Song as a resource that favors the development of learning strategies should define what is meant by learning a strategy LE" (p.16). Song as teaching resource in the foreign language classroom is necessary because the use of them are a support to the teachers' practice into the educative field what it is a strategy used by them in order to gather the motivation to learn English in children.

Vaquero (2012) mentions that "Thanks to the songs, it is possible to practice repetition's exercises without that students perceive them as such, but as a practice in the song. So in a communicative and natural context for them" (p. 20). It means that children can practice during the moment that teacher consider that it is necessary taking in count that they need to be carefully at the moment to do those repetition's exercises during the classes because students can get bored the English classes without take in count the didactic material done by them and the effort that they put on it. If we focus on things or activities with which they feel comfortable, we can realize that a major factor for the development of their skills and abilities is music and song, with the purpose of catching their interest in a second language, as this makes it more fun and enjoyable classes, achieving a great attraction for it.

Type of songs to children

There are several kinds of songs what they could be used according to scenery on children.

Tomlinson (2012) declares about songs:

There are a lot of songs written specifically for English language teaching. A criticism of the latter is that they often lack originality and musical appeal but there are good examples to be found of stimulating, modern, 'cool' music, appealing to the real tastes of language learners. 'Real' song that the children listen and play every day can be extremely motivating in the classroom, too (pp. 143-150).

1. **Counting songs:** They are appropriate for children of first and second grade.
2. **Action songs:** Children sing with gestures, mimics and corporal movements.
3. **Traditional songs:** Develop the social cultural competence in students.
4. **Jazz chants:** Songs are with rhythm and rhyme.
5. **Songs for especial occasions:** They are songs that are sung in any specific festivity.
6. **Folk songs:** Songs that come from American and British folklore.
7. **Pop and Rock music:** These kinds of songs are motivators for its shorts verses and contend of words that are heard daily.

Components of Language that Can Be Taught through Pop-Song Method

Regina (2009) states.

There is huge amount of phenomena that can be taught through songs. If the teachers are creative and already experienced, they probably develop a sense for choosing suitable songs which may be effective to teach the actually discussed or taught phenomenon. The songs can be focused on new vocabulary, pronunciation, stress in multiple syllable words, grammar, and territorial differences, which may include accents, differences in vocabulary, etc. (p. 15)

For this reason, the use of songs during the classes are an element so important because while the teacher is teaching the class, he provide to students the correct pronunciation on each word that students have not any knowledge. Moreover, they do not get only interest and motivation to learn English, students can learn, acquire and produce the language through the use of pop songs.

9. SCIENTIFIC QUESTIONS

- What are the motivational tools?
- Which are the motivational tools for teaching the English language?
- What role plays the motivation in the teaching of the English language?

10. METHODOLOGY

This research has been guided on qualitative methodology because it helped us to do a study about the veracity of the problem identified. The location of information was essential because it helped us to build the knowledge to avoid the lack of motivation to learn English. The reinforce done on descriptive methodology in this research was primordial because it also helped us to guide correctly and supported on bibliography method what has allowed to get information from papers or books, as well as information gathered from the survey applied to three teachers and the class observation sheet guided to the English teacher from "Semillas de Vida" Educative Unit. These were of huge importance because it helped us to determine that songs as motivational tool are another way to teach English to children.

11. ANALYSIS AND DISCUSSION

SURVEYS APPLIED TO TEACHERS AT SEMILLAS VIDA EDUCATIVE UNIT

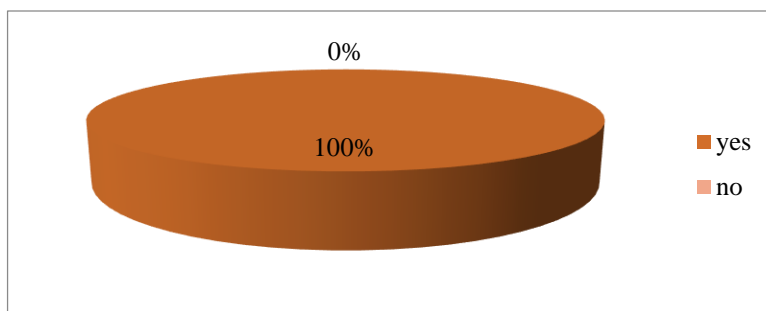
1. Do you motivate to your children to learn English?

Chart N° 1 Children motivation

OPTIONS	TEACHERS	PERCENT
Yes	3	100%
No	0	0 %
Total	3	100

Source: Teacher's survey

Graphic N° 1 Children motivation



Source: Teacher's survey

Analysis and Interpretation

At the first question applied, three of the teacher tested who represent the 100% mention that all of them motivate children to learn English. According Rehman & Haider (2013) Motivation is a key factor in learning and achievement of students at all level of school. Motivating students is difficult task. It is time consuming. A lot of effort is required for motivating students. But without motivation learning is not possible. It is possible to conclude that teachers thinking that the motivation is important in the teaching-learning process to get the different goals.

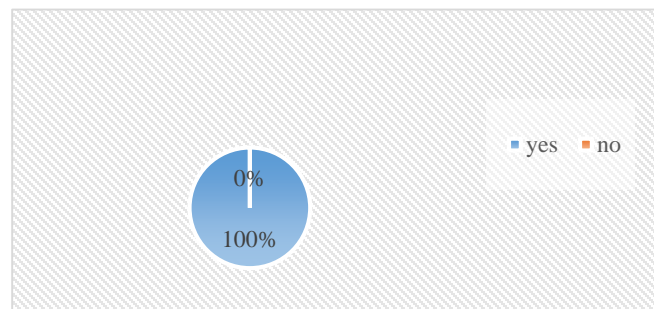
2. Do you believe that motivation help children to teach English?

Chart N° 2 Motivation

OPTIONS	TEACHERS	PERCENT
Yes	3	100%
No	0	0 %
Total	3	100

Source: Teacher's survey

Graphic N° 2 Motivation



Source: Teacher's survey

Analysis and Interpretation

Three people that were tested answered not, which represent 100% answered that motivation help children to teach English. According to Rehman & Haider (2013) “The importance of motivation in EFL learning is that high motivation and engagement in learning have consistently been linked to reduced dropout rates and increased levels of student success”. To sum up, motivation plays an important role in teaching English in order to develop knowledge in a second language in the students.

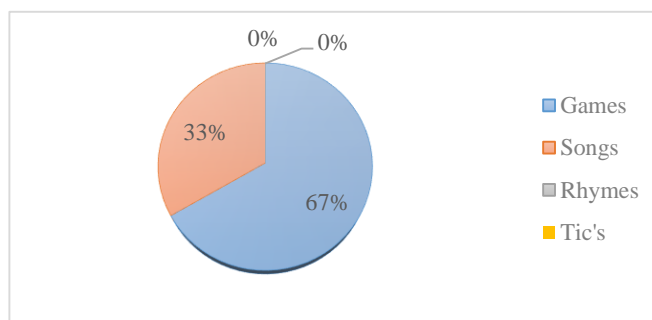
3. What kind of motivational tools do you use in class?

Chart N° 3 Motivational tools

OPTIONS	TEACHERS	PERCENT
Games	2	67%
Songs	1	33%
Rhymes	0	%
Tic's	0	%
TOTAL	3	100%

Source: Teacher's survey

Graphic N° 3 Motivational tools



Source: Teacher's survey

Analysis and Interpretation

The 33% that represent one teacher tested answered songs as motivational tool while the 67% that represent two teachers tested that chose games. Arévalo (2010) states that example of authentic listening materials is listening to song to learn more about well-known bands that sing in English. So, it can directly listen to the song and also interest to learn the value of language in it. To conclude, games and songs are important tool that teachers use to promote the confidence in the teaching English language, in which it can develop a class more dynamic and interesting in order to achieve learning of the students.

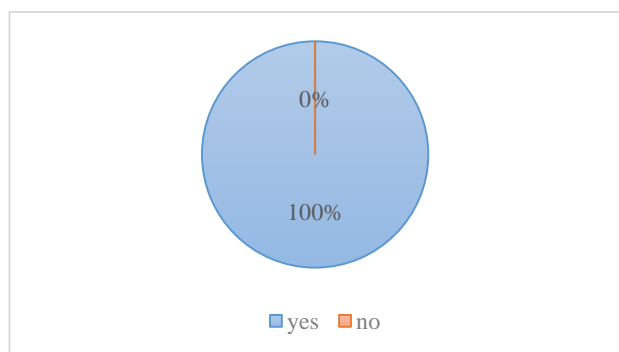
4. Do you think that the use of songs can wake up the interest to learn English?

Chart N° 4 Songs

OPTIONS	TEACHERS	PERCENT
Yes	3	100%
No	0	0%
Total	3	100%

Source: Teacher's survey

Graphic N° 4 Songs



Source: Teacher's survey

Analysis and Interpretation

According to the survey applied to the teachers, the three teachers who represent 100% said that songs wake up the interest to learn English because they can develop the students' skills. Reina (2010) says that: There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. As conclusion is necessary take in count the different aspects of each student before selecting the songs because students need a good teaching development in order to acquire a new knowledge of a foreign language.

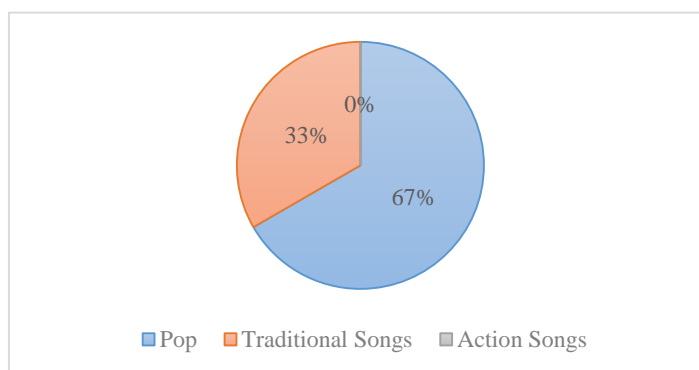
5. What type of songs do you consider useful to apply into classes?

Chart N° 5 Type of songs

OPTIONS	TEACHERS	PERCENT
Pop	2	67%
Traditional songs	1	33%
Action songs	0	0%
Total	3	100

Source: Teacher's survey

Chart N°5 Type of songs



Source: Teacher's survey

Analysis and Interpretation

According to fifth question two teachers who represent 67% answered with pop is the best way in order to apply into class, while the 33% check traditional songs because teacher mentions that the students don't understand at the moment to listen audios and it is impossible to communicate with them.

According to Mol (2009) mentions that pop songs have characteristics that help learning a second language. Then, songs can be used in order to learn the English language during the class and outside the class. To summarize, the use of pop song to teach English is essential because it contains short verse and student can understand the content of song.

ANALYSIS AND DISCUSSION

CLASS OBSERVATION SHEET APPLIED TO THE ENGLISH TEACHER FROM SEMILLAS VIDA EDUCATIVE UNIT

According to class observation sheet that it was used as an instrument in order to determine the activities of the teacher inside class. That's why the elaboration of this class observation sheet has been done to know the use of motivational tools and the children's motivation by teacher.

In the class observation sheet applied to the English teacher from "Semillas de Vida" Educative Unit. Where, it was observed that the teacher does not use motivational tool in the teaching process by which it could evidence the lack of interest on the English language by children. They do not pay attention and sometimes they fall asleep in class. Therefore, the teacher could not develop effectively the class and nor achieved not made an adequate learning in children. As for the resources used by the teacher, she does not use a creative and effective way in which children do not know how to respond to the different activities of the teacher during class. Moreover, students feel afraid at the moment to answer the questions done from the teacher because of the explosive character and retaliation against them. Furthermore, it's necessary to mention that the teacher does not motivate their children before or during the classes, so they felt bored when she began the English hour. Finally, when the class was developing a melody from telephone could be heard in which the children began to hum with excitement. Then, we could determine that children were motivated while they are listening songs, but this tool also wasn't used in the classroom. To conclude the deficiency of resources and motivational tools by the teacher was significant because it avoids a good developing of class and the performance of children during it.

12. IMPACT

The research gave as result the songs as motivational tool. The impact that it has been given it has generated was of social character because they contribute in the English learning and evidently through motivation children can continue learning this language for a future interact in the society.

14. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- Motivational tools play an important role inside the teaching – learning process of English language because through them, teachers can develop several activities, which they can be used inside or outside the class as an alternative of teaching.
- Children have a lack of motivation to learn English due to teachers do not use the correct motivational tools in order to teach, as a consequence students do not learn and do not develop the knowledge about a second language.
- Songs are a new way to get motivation to learn English; thankful to the correct use of them, students feel so motivated to learn due to songs are relaxing and motivators and they generate a good environment of learning.

RECOMMENDATIONS

- It recommends that teachers must know about the correct use of motivational tools in order to get a significant knowledge.
- For increasing students' motivation, teachers must use the songs in order to develop the skills and change the behavior.
- Researchers suggest the use of pop songs because it contains short verse and has common words in order to increase the vocabulary.

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16. ANNEXES



TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND
HUMANISTIC SCIENCE



Licenciatura
Inglés

Survey to teachers

Objective: Determine if exist an adequate motivation during development of the class.

Instructions: Dear Teacher, please respond with all sincerity of the case and put an "x" one box for each question.

6. Do you motivate to your children to learn English?

- a. Yes
- b. No

Why?

7. Do you believe that the use of motivational tools help children to teach English?

- a. Yes
- b. No

Why.....

8. What type of motivational tools do you use in class?

- a. games
- b. songs
- c. rhymes
- d. tic's

Why?

9. Do you think that the use of songs can wake up the interest to learn English?

- a. Yes
- b. No

Why?

10. What type of songs do you consider useful to apply into classes?

- a. Pop
- b. Traditional song
- c. Action song



TECHNICAL UNIVERSITY OF COTOPAXI

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HUMANISTIC SCIENCE



Licenciatura
Inglés

CLASS OBSERVATION SHEET

Grade: 4 th GBE	School's name: "Semillas de Vida Educative Unit"
Teacher's name: Lic. Silvana Meneses	Date: May 11, 2016
Topic: "Places of my school"	School year: 2015 – 2016

Objective: to know if teacher use motivational tools to teach English language.		
TEACHING LEARNING PROCESS		
EVALUATION CRITERIA	ASSESSMENT	
	Yes	No
Does teacher present to her class any type of motivational tools?		X
Does teacher use teaching resources creatively to catch the attention and interest during class?		X
Does teacher motivate before, during and after class?		X
Does teacher use songs for teaching English?		X
Do children pay attention during the class?		X

OBSERVATIONS: During the class observed, the English teacher doesn't use the materials located inside the class. Although she has materials and resources provided by the book publishing over all kind of availability, she doesn't use them. Moreover, many students get bored because she doesn't give the chance to participate during the class with the own experiences and most of time; she gives class only in English.

CURRICULUM VITAE

Personal information:

First name(s) / Surname(s): Olga Lorena Gonzalez Ortiz

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Cellphone: 0987698514

E-mail: olga.gonzalez@utc.edu.ec



Education:

Third Level:

Technical University of Cotopaxi

English Teacher

Fourth level:

Diploma: Management and Planning Education

Master: Educational Management

Doctor's degree: Pedagogical Sciences

Experience:

Unidad Educativa José María Velaz	English Teacher
Colegio Técnico Industrial "19 De Septiembre"	English Teacher
Unidad Educativa Bilingüe "Gabriela Mistral"	English Teacher
Instituto Tecnológico Superior "Ramón Barba Naranjo"	English Teacher
Universidad Técnica De Cotopaxi	English Teacher

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SIGNATURE

CURRICULUM VITAE

Personal information:

First name(s) / Surname(s): Plazarte Alomoto Mayra Liliana

Address: La FAE - Latacunga - Cotopaxi - Ecuador

Cellphone: 0998981768

E-mail: maryli_289@hotmail.com

Date of Birth: 02nd October 1989.

Gender: Female

Education

Elementary school: “Remigio Romero y Cordero”.

High school: “Victoria Vásconez Cuví”.

Bachelor: “Químico Biólogo”

Technical University of Cotopaxi

English Major



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SIGNATURE

CURRICULUM VITAE

Personal information:

First name(s) / Surname(s): Toapanta Cali Jenny Paulina.

Address: San José -Latacunga - Cotopaxi- Ecuador

Cellphone: 0998487475

E-mail: nenita_amy22@yahoo.es

Date of Birth: 11th October 1985.

Gender: Female

Education

Elementary school: “Club Femenino Cotopaxi”.

High school: “Primero de Abril”.

Bachelor: “Químico Biólogo”

Technical University of Cotopaxi

English Major



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SIGNATURE